# RFGA Review: Questions and Answers (Updated 4/6/2007)
## New Questions & Answers in Blue

| | Question | Answer |
|---|---|---|
| **General Questions** | 1. Are adult education programs categorized according to size? | No distinction is given based on the size of adult education programs. |
| | 2. According to the census data, Maricopa County makes up 59.8% of the population. Using that number to calculate the assistance dollars, it would seem that Maricopa should receive $6,497,500 and currently receives $6,496,609. Although a small amount, Maricopa is not over funded currently but under. Therefore, it would seem that our allocation should not be reduced by 14% due to the held harmless clause. | In fiscal year 2008, we have less money available for assistance (approximately $1,000,000 less). The need-based factors used in calculating the assistance per county were: Adults 18+ without a high school diploma and adults 18 to 64 who don't speak English very well. Losing counties were allocated 86% of the counties FY07 allocations. Gaining counties were allocated the higher of 70% of the need-based allocation or 86% of the FY07 allocation. Please refer to the document "Adult Education Assistance Dollar Allocation by County" on the RFGA web page. |
| | 3. While working on the grant, I computed the non H.S. diploma, below poverty, unemployed and not speak English very well data for Phoenix, Glendale, and Mesa and came up with different percentages (using the provided data on page IV-2). | Please see revised data forms on pages IV-1 and IV-2 of the application. |
| | 4. Where will the applicants place their CTDS numbers? | We are not requiring the CTDS number in the RFGA because this is a new and open competition. The CTDS number will be required on the Grants Management General Statement of Assurance when the applicant programs have been approved for FY 2008 funding. |
| | 5. Section II, page 5, last sentence: "Proposed changes in schedule and site locations require prior ADE/AES approval." Does this mean that I have to get an OK every time I want to add or remove a class? Are you saying that I need an OK to move, even though it will be a decision of Superior Court and not mine? | Yes to both questions. |
| | 6. Does ADE/AES want applicants to leave the color of the text boxes in the electronic version of the RFGA? | Yes. |
| | 7. Is there a restriction on font size? | Font size should not be smaller than 10 pt. |
| | 8. What is the legislative status of HB 2202? | HB 2202 would allow local programs to charge supplemental fees. It has passed the House Ed Committee, passed the House Appropriations Committee, passed the Caucus, and passed the Committee of the Whole in the House 50 to 9. |
| | 9. Who has been chosen to be on the RFGA review panel? | The RFGA review panel will consist of experts in the field of Adult Education from inside and outside of the state. |
| | 10. Are probation learners considered incarcerated learners? Are work furlough learners considered incarcerated learners? | In general, probation learners are not to be considered as incarcerated learners. Work furlough learners who are housed at night are considered as incarcerated learners. |
| | 11. Should applicants use the ADE recommended ratio of learners? | Yes. Please refer to IV-3 under Class Size. |
| | 12. Should Non-Profit applicants submit their WIA A-133 Single Audit? | If the A-133 Audit is applicable to the Adult Ed program, then please include this in application's appendices. Please contact Jerald Goode if you need further clarification specific to your program. |

| | | |
|---|---|---|
| | 13. Do applicants list the cities where the students come from? | In general, the city refers to where the learning sites are located. However, if a number of students are drawn from a different city, that city should be listed as well. |
| | 14. If an applicant is applying for all three program categories, can the information be duplicated on the forms? | Each program category will need to be fully described and need to stand alone. In some cases there is a specific form for each category. In other instances, the applicant will need to address all categories being applied for within the same form. |
| | 15. Are the Mid-Year Program Statistical Reports and the Data Quality Checklist new reports? | Yes. |
| | 16. Are the resumes and the teaching certificates different? | Yes. The applicant agrees to keep resumes and certificates on file. See revision on page III-38, #13. |
| | 17. Are the Program Statistical Reports and the Data Quality Checklist due on December 14th or December 15th? | Those reports are due on December 14, 2007. See revision on page I-13, #13. |
| | 18. Can applicants include cities that are not listed on the 2000 census data? | Yes. |
| | 19. Are we supposed to include a plan on how we will collect fees if Fee legislation passes? | **Please see question #33 below.** |
| | 20. Will EL Civics funding no longer be a separate grant? | Yes. EL CIVICS funding will be combined with ELAA funding. |
| | 21. As we fill in the blanks on the narrative questions the page numbers are being numbered.  This is throwing off all the numbers that follow.  We still have a ways to go and it will continue to change the pages…..  They are of course in the right order we just want to make sure we don't have to adhere to set page numbers for each section. | We anticipated for the page numbers to change when you're filling out the forms.  Don't worry about the page numbers unless they are not numerically correct (i.e.. 1, 2, 3, 4, etc...) |
| | 22. We are unable to see and download the complete census tables (Section IV pages 1 & 2) because the table gets cut off. Can you please send them in another format? | Formatting changes have been made to the State Needs Assessment and the Maricopa Needs Assessment. The changes were updated on the Grant Application on 3/23/07 and posted on the web.<br><br>Please use legal paper when printing these two pages. |
| | 23. On Section III-41: Who is the applicant? A person or a program?  Who should sign as authorized representative? | See list of eligible applicants page I-6 Only organizations can apply. |
| | 24. On Section III-41 in the box: I have 3 sites. Which place of performance do you want? | The mailing address on the cover sheet is the address used on this page. |
| | 25. Can you tell me how to count our Reframe Pilot Project Dollars and activities in the RFGA? Shall we keep them separate?  Include them or what? | The Reframing Pilot is a separate project and should not be included in the budget. |

| | 26. My program currently is 80% ELAA & 20% ABE/ASE. Since the State is moving toward funding 40% ELAA and 60% ABE/ASE, will I be penalized if I transition over several years toward the States funding targets? | The ADE/AES targets of 40% ELAA and 60% ABE/ASE are targets for the State as a whole. Programs may apply for ELAA and/or ABE/ASE funding (don't have to apply for both) **Individual** applicants should submit their applications based on the needs of their local target population. Include in your application demographic information to support your programs' ELAA and ABE student mix. |
|---|---|---|
| | **27. Why are only Non-Profits being asked to submit audits?** | **ADE must be able to show due diligence when awarding Federal & State contracts to applicants. All applicants must be able to demonstrate financial stability. Applicants from the public sector have been established and given authority by our government and their track records are public information. However, the track records of non-profit organizations are private and can vary greatly by various agencies. Financial audits allow ADE to verify that a non-profit organization is fiscally sound.** |
| | **28. Who signs the Assurance pages?** | **The assurances pages in the RFGA must be signed by the person who has authority to sign and has signed the Cover Sheet.** |
| | **29. Are there handouts from RFGA workshop?** | **No. Questions and Answers are being made available on the web. If you have additional questions please contact Jerald Goode 602-364-2667 or Janice Cruz 602-364-2602.** |
| | **30. Why is this grant only good for FY08 and will this grant be available FY09?** | **This grant is for FY 2008. As stated in the RFGA packet, "the Arizona Department of Education/Adult Education Services (ADE/AES) reserves the right to extend funding for one additional year if the Workforce Investment Act (WIA) of 1998 is extended beyond June 30, 2008 for an additional year" (RFGA packet, Section I, page I-1).** |
| | **31. Why is the application period so short?** | **Adult Education Services is following ADE's competitive Discretionary Grants Policy and Procedures.** |
| | **32. May an applicant insert a page indicating the major sections of their document, especially the Appendix? Are applicants allowed to include a little table of contents with the appendix section to show what documents they have and in what order they have the documents?** | **No.** |
| | **33. Where do applicants place their plan description to collect fees?** | **A plan is not necessary at this point, inclusion in the budget is necessary. Applicants will submit their plans during contract negotiations.** |
| | **34. Should applicants provide the number of learners that have had 12 plus hours or all learners?** | **The number of learners to be served should be based on projected enrolled students.** |
| **State Conference Questions** | **1. Will applicants be required to pay the registration cost for their staff to attend the State Conference?** | **Yes. Conference registration fee is $245 per person. Pre-Conference registration fee is $90 per person. There is no registration fee for the Joint Institute Conference.** |

| | | |
|---|---|---|
| | **2. Why would a State Conference attendee not staying at the hotel pay the same registration fee as the attendee staying at the hotel?** | **The registration fee does not cover the cost of the hotel stay. Therefore, Conference registration is the same for everyone. For those individuals living outside 35 miles of the Hyatt Regency Phoenix, the State will pay for accommodations at the hotel.** |
| | **3. Do applicants have to estimate the registration and the lodging for the State Conference?** | **Applicants need to budget registration fees for the number of personnel they anticipate sending to the pre-conference and Conference.  For those individuals living outside 35 miles of the Hyatt Regency Phoenix, the State will pay for accommodations at the hotel.** |
| | **4. Is lodging for attending the State Conference included in the registration fee?** | **No, lodging is not included in the pre-conference and Conference registration fee and this has been corrected in the RFGA packet.** |
| | **5. Will ADE/AES fund one person or double occupancy to attend the State Conference?** | **Program personnel are encouraged to share a room whenever appropriate.  For those individuals living outside 35 miles of the Hyatt Regency Phoenix, the State will pay for accommodations at the hotel.** |
| | **6. Can applicants request some non-ADE funding positions to attend professional development training sessions (State Conference)?** | **Yes, if it is for the benefit of their Adult Education program.** |
| **Cover Sheet Questions** | 1. Do applicants split the number of ABE and ASE learners on the Cover Sheet? | The number of ABE and ASE learners should be listed as one total number on the Cover Sheet III-1 but will be split in other sections of the application as appropriate. |
| **Form B Questions** | 1. Is ADE/AES expecting applicants to use form B for the abstract? | Yes, there is a text box provided which can be seen on the electronic version. Please limit the abstract to one page. |
| **Form C Questions** | 1. What does 'Fiscal Capacity' refer to on page II-2, #1 of the instructions? What does 'For Each' mean in #2? | The Fiscal Capacity definition has been added to the glossary. 'For Each' refers to the program category you are planning to serve. See revised instructions on page II-2, #2. |
| | 2. What does 'list the services provided' mean? | You do not need to list the services. See revised form C. |
| | 3. Which column should applicants use to answer 'Number who Advanced a Literacy Level? | Enter the number and percent of learners who **completed** a literacy level. See revised form C.1. |
| | 4. Does the 'Number of Learners, Unduplicated' mean everyone or just 12+ hours? | Use the number of enrolled learners. See revised form C.1. (Previously funded applicants can refer to AEDATCOL Table 4). |
| | 5. Does ADE/AES want non-previously funded applicants to count learners that only attended 12+ hours? | Non-previously funded applicants should use their total number of enrolled learners, based on their own criteria for who is defined as enrolled. |
| | 6. Is the percentage based on the number who declared a goal or based on the total number of learners? | The percentage is based on the number who declared a goal. |
| | 7. What does 'Assessment Used' mean? | The assessment that was used to document that a learner advanced a level. For example, for previously funded programs, the TABE and the BEST assessments would be listed in this column. |
| | 8. If a learner has advanced two levels within the year, is there a way to reflect this information? | The information can be incorporated in the narrative part of subsection C. |

| | | |
|---|---|---|
| | 9. If your program will be combining with another program, does the data need to be combined? | No, the data should not be combined, submit two separate tables. |
| | 10. Have you figured out the whole Table 4 versus 4b for the table we need to do? | Previously funded applicants should refer to AEDATCOL Tables 4 & 5 and their Report Cards when completing Form C.1 of the application. Information from Table 4B can be incorporated into the narrative response on Form C. |
| | 11. On form C.1, the column "Number Who Entered Post-Sec. Training or Employment", does the applicant count retained employment? | No, do not include retained employment. |
| | 12. Are we looking for the number who entered Post secondary training or employment? Or am I supposed to combine both them and give you a raw number? If I combine them and give a raw number how do I show a percentage? | First you should combine those who had post secondary training and employment as goals. Second you combine those who achieved secondary training and employment goals. Third you calculate the percentage of those achieving their goals. |
| | 13. Where do applicants address curricula, in form C or form G? | Applicants should address curriculum where they feel it is appropriate. It is appropriate in section C for prior performance and G for planning. |
| | 14. On the grant application Exhibit C. 1 where it has the Total row at the bottom, do we total the number or percent? | Use the percent. |
| **Form D Questions** | 1. If a Maricopa county applicant is serving multiple cities, would that program need to submit more than one D form? | In Maricopa county, use one form for each city/CCD you are planning on serving. See revised data forms on pages IV-1 and IV-2 |
| | 2. Do applicants use the 2000 or the 2005 census data? Are applicants limited to the census data or can other data specific to their need in their area be used? | For table D, use the 2000 census data in Appendix A. Additional data from 2005 census and additional data that is specific to your area may be used in the narrative on forms D.1, D.2 and D.3. |
| | 3. Will applicant programs need to have two different D.1 forms for ABE and ASE? | Based on the population you are planning to serve, use only one D.1 form to address ABE only, ASE only, or both ABE and ASE. You are not limited on the length of your response and it may be more than one page long. |
| | 4. Does the line item labeled 'Age 16 and Above' correlate to the county population information provided? | Please see Revised form D on page III -7 and revised data forms on pages IV-1 and IV-2. |
| | 5. Can applicants use regions rather than cities when reporting the data? | Yes, if it is appropriate. Please see revised data form on page IV-2. |
| | 6. Do applicants list the cities where the students come from? | In general, the city refers to where the learning sites are located. However, if a number of students are drawn from a different city, that city should be listed as well. |
| | 7. Can applicants include cities that are not listed on the 2000 census data? | Yes. |
| **Form E Questions** | 1. Would letters of support be considered a formal agreement? | Yes. |
| | 2. If applicants have a letter of support that they are operating under, do they need to have a new letter for the upcoming year? | A new letter of support will not be required if the current letter applies to the planned future services. |
| | 3. If an applicant has a form of a letter to collaborate and the collaborations have not yet formed, could they include that form and not the actual agreement? | No, specific collaboration information will need to be submitted. |
| **Form F Questions** | 1. Is ADE/AES asking for applicants to split out Core Indicators 2 and 3 data even if it's not split out in AEDATCOL? | Yes. |

| | | |
|---|---|---|
| | 2. Is there a possibility that the State's 2008 Performance Projections will be available in less than two weeks? | The 2008 Core Outcome Goal Projections are posted on the RFGA web site. |
| | 3. How will applicants be affected if they do not meet their projected numbers? | The applicant will be required to give justification for all projections that were not met in their final report. |
| | 4. How come the Core Indicators are written in past tense? | The Core Indicators are written by the Federal government. |
| **Form G Questions** | **1. Where is the example for the G forms?** | **There is no example.** |
| **Form H Questions** | 1. Are applicants required to project the number of full-time and number of part-time staff to support the application? | Yes. |
| | 2. Are applicants required to provide benefits information for their employees? | The application should state the number of full-time or part-time staff with benefits and without benefits. |
| | 3. If an applicant offers an employee benefits and the benefits are refused, will this be a with benefits or without benefits number? | If the position is a benefited position, then it should be listed as with benefits. The position type does not change if the employee refuses the benefits. |
| | 4. What if an applicant has an employee fulfilling more than one job function? | The applicant program will need to list the percentage of time that employee spends in each job function. |
| | 5. Should the number of full-time staff and the number of part-time staff add up to the total number of staff in the program? | Not necessarily. There may be duplication of staff for different job functions. |
| | 6. Are applicants required to reflect the percentage of time for each staff? | No. Only the two positions on page III-25 will require the percentage of time. |
| | **7. Are names and contact information for Key Functions required?** | **For Form H, ADE/AES is asking for the name of the Program Administrator and Instructional Leadership; for all other Key Functions provide the number of Full- and Part-time staff.  Contact information is not necessary.** |
| **Form I Questions** | 1. Which is it? Computer-Based Instruction (this is used on page III – 27, Class schedule, but isn't in the glossary) ...OR...Computer-Based Laboratory (this is defined in the glossary, but is not included on page III-27, Class Schedule).  I don't want to use CAI.  It is not the correct category for our program. | The correct term is Computer-Based Laboratory. See revision on forms I.1 and I.2 pages III-27 and 28. |
| | 2. If an applicant will be opening a learning center in October, should that center be included in the application? | Yes |
| | **3. Are applicants required to divide their school year into two terms?** | **Applicants are not required to divide their year into two terms, but the classes must be sufficient of intensity and duration as described in Appendix A, pages IV-3 and IV-4.** |
| | **4. Can the two terms be divided this way: July 1, 2007 through December 31, 2007 and January 1, 2008 through June 30, 2008?** | **Yes.** |
| | **5. Do applicants need to be more specific to show that the term ends on an exact date?** | **No.  In the class schedule, just provide the # of weeks each class is offered (Example: if a class meets for the entire year except for 2 weeks in Dec., the # of weeks would be 50.)** |
| | **6. If applicants have some additional information for Form I, where would they place that information?** | **Please complete Form I as instructed and provide only the information requested.** |

| Distance Learning Questions | 1. What does 'Distance Learning services' mean? | This means to provide instructional services via distance education by use of the ADE/AES designated online curriculum. See also the definition for Distance Learning in the glossary on page V-3. |
|---|---|---|
| | 2. Can any applicant apply to be a Distance Learning provider? | Yes, any applicant program can apply who can address the application for Distance Learning services. |
| | 3. If an applicant is not a Distance Learning provider, but they are collaborating with a Distance Learning provider, should the ABE/ASE DL Program Category line be left blank on the Cover Sheet? | Yes. |
| | 4. Will applicants be required to establish collaboration with Distance Learning providers before they apply for the grant? | Not necessarily. It depends on which section of the grant your program is addressing. For example, if you are addressing past history, then you would provide information about existing collaborations. |
| | 5. How will an applicant know who the Distance Learning providers will be? | When the Distance Learning providers have been chosen for FY 2008, approved applicants will be given this information. |
| | 6. Does the Distance Learning referral have to be with one of ADE/AES's Distance Learning providers? | Yes. |
| | 7. If an applicant applies for Distance Learning funding, will they have to accept other learners from other cities or counties? | Yes, that is a likely possibility with Distance Learning services. |
| | 8. How can an applicant address the targets in subsection G if they are not planning to apply for Distance Learning funding? | All Applicants need to Address Target G-5. Only those applicants applying for Distance Learning need to address G-8. |
| | 9. How can an applicant address the targets in subsection G if they are not a current Distance Learning Pilot program but are applying to provide Distance Learning services? | If the applicant is not an ADEAL Pilot Program, but has been providing distance education and has been collecting data on those learners, please use that information for your strategies on sub-section G. Programs applying for Distance Learning will need to provide a strategic plan on G-8 that is appropriate for distance learning services. |
| | 10. Will Distance Learning software for lower level learners be provided by ADE/AES in the future? | Yes, but applicants will need to budget for the seats needed. |
| | 11. Could you clarify the DL section of the grant? How many participants would the collaborating agency be expected to serve per teacher? | The number of participants the DL agency would be expected to serve would depend on the number of proposed DL teachers and classes. Likewise, the number of DL learners per teacher would depend on whether the teacher is full-time or part-time. Project IDEAL research from other states and data collected by Arizona's Pilot Project indicates that a full-time DL teacher working approximately 40 hours per week could support 35 - 50 "active" learners and a part-time DL teacher working 8 – 16 hours per week could support 10 - 25 "active" learners. |
| | 12. Is there any allocation of funds set aside for distance learning? | Yes. |

| | | |
|---|---|---|
| | 13. Given the past poor performance of supported DL learners, would these classes be expected to have lower educational gains? | No, DL learners will be expected to meet the state's projections. In the second year of the ADEAL Pilot, the DL learners on average performed close to as well as the state's traditional learners with some of the DL pilots outperforming traditional classes. |
| | 14. Would it be reasonable to set a limit on the number of DL referrals that a collaborating agency would refer? | Just as with regular classes, there is a limit to the number of students that can be served. The number that can be served would depend on the conditions mentioned above in question 11(proposed # of classes, # of teachers, full- vs. part-time). If demand exceeds the number that can be served, a waiting list would need to be established (just as with traditional classes). |
| | 15. Would the collaborating agency keep records (hours of attendance, upgrades) on the referred student, or would the DL provider enroll the student in the ADE data? | Both agencies (the referring agency and the DL agency) would need to keep records of all students receiving services (including DL students). The records kept would depend on the services provided by each agency. More guidance will be given to funded programs regarding record keeping for referred DL students. For the purpose of the grant, applicants should focus on describing proposed collaborations, intake procedures, and services provided such as assessment and/or instruction that will facilitate the most appropriate instructional environment for each learner. |
| **Professional Development Questions** | 1. Does The 10 % Professional Development apply to all funds or just ADE/AES funds? | The 10% applies to ADE/AES funds only. |
| | 2. What does ADE-Approved Professional Development mean? Can applicants participate in non-ADE sponsored Professional Development? | ADE-Approved Professional Development means both ADE provided and non-ADE sponsored professional development that is approved by ADE, is aligned with the NSDC Standards, and is job-embedded, data-driven and standards-based. (See www.nsdc.org for more information) |
| | 3. In budgeting 10% for Professional Development, do applicants have to know specific Professional Development ahead of time that they are involved in? | No. |
| | 4. If applicants have a staff person who is participating as a presenter during Professional Development training or meeting, can Professional Development money be used to support that staff person's expenses? | ADE/AES will support participation on national adult education professional boards. ADE/AES will not support presenters at out of state conferences/workshops at this time. |
| | 5. Could applicants use Professional Development funds for services of an outside speaker? | Yes. |
| | 6. Where would applicants place Professional Development for workshops and conference? | Professional Development would fall under Purchased Professional services on the Support Services Instruction Form (J.2) |
| | 7. Would applicants have to budget for staff attending PDLA trainings? | Please see the document on the RFGA website pertaining to Teams and Initiatives. |
| | **8. Would projects TIAN and ETE continue to be sponsored by ADE?** | **Yes, please see "Budgeting Guidelines for Teams and Initiatives" posted on the RFGA website.** |
| **Budget Questions** | 1. We have one graduation per year for 3 centers. How do we reflect the cost? | Estimate the total number of graduates for each site and place at the appropriate percentage of the rent on the J.1 Forms for each site. |

| | | 2. Could applicants use the $ listed in Section I for each county for their program projection? | No, do not use the numbers in section I. Provide the numbers your program needs to effectively serve your projected learners. |
|---|---|---|---|
| | | 3. If an applicant will be opening a learning center in October, should that center be included in the application? | Yes. |
| | | 4. What are the State guidelines for renting space for instruction? | Rent is an allowable expense. ADE/AES will review rent on a case by case basis. |
| | | 5. If an applicant is renting a facility and they have employees in the instruction and administrative functions where would they place the cost of the facility? | The rent should be broken down by the amount of space used for instruction and administrative functions. The portion of rent attributed to instruction should be listed on form J.1 and the portion attributed to administrative should be listed on form J.3. |
| | | 6. Is the in-kind contribution's purpose to document the total amount being spent for Adult Education? | Yes. In-kind contributions are one part of the total cost. We are trying to identify the total cost of Adult Education. |
| | | 7. What is the salary range for volunteers if using for In-kind purposes? | The In-kind value for volunteers should be based on their duties. The value should be similar to what you would pay a staff person serving in a similar position. |
| | | 8. Where would an applicant place an employee if their job function is both in the support services and administrative? | The employee would be listed in both the Instruction Support and Admin Support forms based on the percentage of their time spent in each function. |
| | | 9. Where would applicants place childcare employee salaries? | Non-Instructional Operational Services J.4 form. |
| | | 10. Where would applicants place Professional Development for workshops and conference? | Professional Development would fall under Purchased Professional services on the Support Services Instruction Form (J.2) |
| | | 11. Where would the capital in-kind contribution information be placed? | Budget Summary J.6 form. |
| | | 12. Where would an applicant place other Federal grant information if they are a sub-recipient of a Federal grant but not receiving the grant directly? | The information would be placed in the Other (Federal $) column. |
| | | 13. Where would applicant programs place the FTSE monies primarily used for transitional services? | Support Services Instruction J.2 form. |
| | | 14. Where will the applicants place their CTDS numbers? | We are not requiring the CTDS number in the RFGA because this is a new and open competition. The CTDS number will be required on the Grants Management General Statement of Assurance when the applicant programs have been approved for FY 2008 funding. |
| | | 15. Why are some of the items aligned the way they are in the Chart of Accounts? | The Uniformed System of Financial Records (USFR) Chart of Accounts is prescribed by the State of Arizona Office of the Auditor General. The USFR Chart of Accounts meets the requirements of the U.S Dept of Education. |
| | | 16. Hasn't capital outlay changed to $5000? | The Federal Government identities the capital equipment threshold as $5,000. ADE business rules restricts applicants capitalization threshold to $1,000. The applicant needs to follow the rule of precedence which is the most restrictive cost provisions ($1,000). |
| | | 17. Will the Federal government match the program's funding request dollar for dollar? | No. The federal government allocates funds for Adult Education to ADE/AES. ADE/AES allocates funds to local Adult Education programs based on need and past performance. |

| | | |
|---|---|---|
| | 18. Is the 25% Match for Federal dollars only? If only Federal dollars, do previously funded programs base that 25% Match on last year's allocation? How does the applicant project the 25% Match? | Programs should match 25% of requested ADE/AES projected funding. |
| | **19. Should applicants budget PD for fulltime teachers and support staff if PD is embedded in their salaries?** | **The assurance states that 10% of the funds be allocated to approved professional development. If part of instructor salaries supports participation in approved PD, then that portion will count toward fulfilling the 10% requirement.** |
| | **20. Can I use matching funds from Migrant Education or Migrant Even Start with our Adult Ed. funding?** | **No, other Federal funds cannot be used for Match.** |
| | **21. How should PD costs be reflected in the Budget pages?** | **There are a variety of expense items that can be considered PD, such as, Contracted Services, Travel, Tuition Reimbursement and/or Salaries. Applicants will need to consider all of these costs when developing the Budget Detail pages. PD is not a discrete line item, but will be included in a number of existing line items. Specific strategies for PD should be identified in the G forms.** |
| | **22. Regarding "supplanting," it is my understanding that increasing the percentage of a line item (teacher salaries for example) covered by adult education funds would not be considered supplanting if the percentage of the total budget funded by adult education remained the same as in previous years.** | **Yes. This example of line item variations in the projected year's budget from the current year's budget would not be considered supplanting.** |
| | **23. Does ADE/AES have a guideline on square footage expenses and indirect costs?** | **No. Square footage varies by geographic location and indirect cost varies by agency. Space contributed as in-kind should be valued at the actual rental cost or fair rental value for the geographic location. A common guideline is to consider how much your organization would reasonably expect to pay if it were renting or purchasing the item. Contact your organization's business office.** |
| | **24. Is the 10% PD of total ADE/AES requested or 10% of total estimated expenses?** | **PD is 10% of the ADE/AES request.** |
| | **25. Is ADE/AES requiring letters of support for In-Kind Match with agencies that applicants collaborate with or do applicants just put in the amount they receive in the Budget Summary page?** | **No, ADE/AES is not requiring letters of support for In-Kind Match.** |
| **GEPA Questions** | 1. Is the required GEPA statement an EEOC policy? | The GEPA statement is required to receive Federal funding. |
| | 2. Will the applicant be required to answer the GEPA statement if gender is not a factor? | Programs are required to address each of the six categories that are covered under GEPA. The categories are described on the GEPA Notice (see ADE/AES RFGA web page). Programs will identify what they have in place now and/or what they plan to have in place if they currently do not have anything in place. The important thing to remember is that the statement applies for staff as well as students. |

| | 3. Will the applicant be required to have all their learning centers conform to the GEPA statement? | Yes. |
| --- | --- | --- |